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| **Content Area** | Comprehensive Health | | | **Grade Level** | 7th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Physical and Personal Wellness | 1. Analyze factors that influence healthy eating behaviors | | | | | | CH09-GR.7-S.2-GLE.1 |
| 1. Demonstrate the ability to make healthy food choices in a variety of settings | | | | | | CH09-GR.7-S.2-GLE.2 |
| 1. Compare and contrast healthy and unhealthy relationships (family, peer, and dating) | | | | | | CH09-GR.7-S.2-GLE.3 |
| 1. Analyze the internal and external factors that influence sexual decision-making and activity | | | | | | CH09-GR.7-S.2-GLE.4 |
| 1. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) | | | | | | CH09-GR.7-S.2-GLE.5 |
| 1. Emotional and Social Wellness | 1. Demonstrate effective communication skills to express feelings appropriately | | | | | | CH09-GR.7-S.3-GLE.1 |
| 1. Develop self-management skills to prevent and manage stress | | | | | | CH09-GR.7-S.3-GLE.2 |
| 1. Prevention and Risk Management | 1. Analyze the consequences of using alcohol, tobacco and other drugs | | | | | | CH09-GR.7-S.4-GLE.1 |
| 1. Demonstrate safety procedures for a variety of situations | | | | | | CH09-GR.7-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |